LIFE SATISFACTION OF SCHOOL STUDENTS IN RELATION TO THEIR SELF COMPASSION OPTIMISM AND ACADEMIC PROCRASTINATION

A

SYNOPSIS

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INTRODUCTION

Education is a most powerful tool for improving and transforming one's life. Education of a child begins at home. Education is a lifelong process through which a person prepares himself/herself to adjust to the physical, emotional, intellectual, social, and spiritual circumstances. It raises a person's status in the society. Education is the only way to create a civilized and socialized society. Education is the key to advancement and the future of the country. Education is defined as the transmission of a society's values and accumulated knowledge. It is beneficial to everyone. It promotes positive thinking, knowledge, attitudes and values, among other things, all of which lead to overall happiness. It is a source of hope for a good life.

Education plays a very important role in the life satisfaction of an individual. The students, who are satisfied with their academics and with their lives, contribute significantly to growth of the society. As we all know that school children face a variety of problems and challenges in their daily life. Thus, life satisfaction is important for school students who are competing in today's world and are expected to move toward a study course that will enable them to be self-sufficient in the future. In the present study, school students will be explored to find to life satisfaction in relation to their self-compassion, optimism and academic procrastination.

LIFE SATISFACTION

In the field of psychology, life satisfaction is an interesting topic of research. It plays a very important role in the lives of children and adolescents, as it contributes to their success. Many researchers, philosophers and educationists are undertaking the research to identify the various areas of satisfaction. Life satisfaction is a state of mind. It is an evaluative appraisal of something. It is a fulfilment of desires and wishes, feelings of pleasure, contentment, joy and optimism. It refers to an individual's well-being, quality of life and happiness. It is an organism's condition of pleasure, and it is the ultimate goal that humans strive for throughout their lives. Having no life satisfaction creates disharmony within and around us, filling us with emptiness, meaninglessness and discomfort.

Satisfaction is not about what happens to us, it is how we perceive what happens to us. It is not about wishing for what we do not have, but about enjoying what we do have. It is the ability to see the bright side of any situation**.** Life satisfaction is defined as "the degree to which a person positively evaluates the overall quality of his/her life as-a whole. In other words, how much the person likes the life he or she leads. A person with a high level of life satisfaction is regarded to be happy and well-adjusted, and vice versa. When we talk about life satisfaction, we are talking about how valuable people think their lives are. Life satisfaction is a complex concept which is related to psychological and environmental life conditions. Life satisfaction denotes an overall evaluation of life. It is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. The degree to which a person feels happy or satisfied by their surroundings, or is upset or frustrated by insufficient life conditions and environmental situations, is referred to as life satisfaction. Campbell (1981) defines life satisfaction as one's assessment of one's satisfaction in many different aspects such as health, finances, family relations, paid employment, friendships, housing, living partner, recreational activity, religion, self-esteem, transportation, and education. In the words of Tatarkiewicz (1966) satisfaction with life refers to "as a whole must be satisfaction, not only with that which is but also with that which was and that which will be, not only with the present, but also with the past and the future."

Life satisfaction assesses how content an individual is with his or her life in relation to the environment in which he or she lives. It is an extent to which an individual's needs are met and the level of satisfaction that the individual derives from his or her existence. Life satisfaction may be both intrinsic and extrinsic. The quantity of happiness a person achieves through his work in life is the criterion for life satisfaction. It is widely acknowledged that a person who is completely satisfied with his life is a "happy person." According to Diener (1984**)** life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point of time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive effect, and negative effect**.** Vara (1999) views life

satisfaction as "the final result a person obtains by comparing his expectations (what he wants) with his possibilities (what he / she has)." Life satisfaction has been measured in connection to a variety of factors, including economic status, level of education, experiences, and place of living, among others. Age, education, occupation, health-status, familial background, economic status, social participation, faiths and leisure-time activities all influence an individual's life satisfaction.

Five Factors of Life Satisfaction are given by Neugarten et al. (1961). These are zest vs. apathy, resolution and fortitude, congruence between desired and achieved goals, self concept and mood.

- Zest vs. apathy relates to an enthusiasm of response to life in general and was not related to any specific type of activity, such as social or intellectual engagements.
- Resolution and fortitude measures the respondents' active acceptance of personal responsibility for their lives rather than passively accepting or condoning what has happened to them.
- Congruence between desired and achieved goals measures the relative difference between desired and achieved goals caused one to be satisfied or dissatisfied with life in this rating
- Self-concept is based on one's present emotional, physical, and intellectual dimensions. Persons who do not feel old but are concerned with their appearance and judge themselves to be wise and competent tend to rate themselves higher on this factor.
- Mood tone is the final factor. Mood tone relates to optimism and happiness and other positive affective responses. Depression, sadness loneliness, irritability, and pessimism are feelings that would result in very low scores. Assessing life satisfaction is more complex than just measuring happiness but happiness with the present life state is an important contributor.

SELF-COMPASSION

Self-compassion is compassion for oneself has its origins in Buddhist psychology and Eastern philosophy. Kristen Neff was the first who operationally

defined it and introduced it into the American psychology literature. In order to better understand about self compassion, it is needed to first understand the feel of compassion. From the Buddhist point of view, compassion is given to our own as well as to others' suffering. Macintyre (1966) defines compassion as 'to put oneself imaginatively in the place of the sufferer and to alter one's actions appropriately either by desisting for what would have caused pain or by devoting oneself to its relief'. In harsh situations of suffering; receiving empathy or compassion from others reduces the sufferings to a greater extent. Compassion is that which is received by a child from his/her mother that makes child stop crying when mother showers love and care on her baby. So, compassion involves being sensitive to the suffering and a desire to alleviate that suffering This means that in order to experience compassion, we must first acknowledge the presence of pain.

In self-compassion one realizes that all human beings suffer and are in need of compassion. Self-compassion includes caring, understanding and compassionating self in the difficult situations and failures and thus accepting and adopting painful and unpleasant aspects of life. Neff (2003) defines self-compassion as being touched by and open to one's own suffering, not avoiding or disconnecting from it, generating the desire to alleviate one's suffering and to heal oneself with kindness. Self-compassion is a healthy sense of self-acceptance. It indicates the acceptance and adoption of unpleasant aspects of life and self and includes caring and compassionating of self in the time of perceived difficulties and failures**.** Self-compassion means emotional acceptance of what happens in one's life at any particular time. Self-compassion's driving force is love rather than fear. As a result, because you love and value yourself, you are more likely to make decisions that lead to long-term happiness. Self-compassion refers to treating oneself with kindness and without harsh judgment, when one experiences pain, rejection, or makes mistakes.

Neff (2003) has conceptualized self compassion as a trait considering three adaptive components - self-kindness, common humanity and mindfulness and their respective negative counter parts i.e., self judgement, isolation and over-identification. Together, the adaptive components foster an unconditional positive regard for the self,

especially in times of suffering or failure, while the negative components work to obstruct the action of self-compassion.

Self-kindness means being kind and understanding to oneself in times of sadness and failure. It refers to a self-acceptance attitude that includes kindness, benevolence, grace, gentleness, support, and understanding toward oneself rather than harshness or negative judgment. When we make a mistake or fail in some manner, or when we notice a despised feature of our nature, it is simply being kind to ourselves. Neff (2003) describes self- judgement as "harsh and self-criticism". It is formed by self-directed criticism and self-loathing, where an individual is unable to give oneself warmth, soothing, reassurance, self liking or self-directing. Authors like Brown (1998) and Neff (2003) state that people with self-judgemental tend to be hostile, demeaning, and critical of one's self, as well as to reject their own feeling, thoughts, actions, worth, and impulses. People who have a high level of self-compassion do not experience these unpleasant emotions and instead treat themselves with kindness rather than severely criticizing or judging themselves.

Second component is common humanity which means "perceiving one's own experiences as part of a larger human experience" in contrast to isolation, which means seeing experiences as "separating and isolating". Common humanity involves is seeing one's happy or painful experiences as not personal, but as all human beings'. Common humanity involves recognizing that all humans are imperfect and that they fail and make mistakes. If we all have this kind of awareness, we will not feel isolated and alienated from society, nor will we harshly criticize ourselves when we suffer or fail**.** Kirkpatrick (2005) also emphasizes that we all are related to each others. Often, however, people feel isolated from others when they face personal flaws and hard situations. It is common when one is suffering to feel that one is the "only" one experiencing such difficulty. This creates a sense of isolation and loneliness that further contributes to one's suffering. Mongrain et al. (1998) mention that feeling of self-judgement often stem from the dimension of isolation and feeling of alienation and disconnection with others. Neff (2008) articulates that rather than mere self-love, "people recognize that being imperfect, making mistakes, and encountering

difficulties are part of the shared human experience; something that we all go through rather than being something that happens to ‘me’ alone as isolated, separate self.

The third component of self-compassion is mindfulness, which is a pre-conceptual awareness that allows people to accept life's most stressful and painful emotions without being carried away by them. Mindfulness according to Neff (2003) is the ability to maintain a balanced state of moment-to-moment awareness in which feelings are neither over identified nor avoided. As a result of mindfulness, self-understanding is enhanced. Mindfulness is a state of balanced awareness in which one observes one's feelings and thoughts without avoiding or attempting to modify them, and without exaggeration or prejudice. It is seen as a crucial aspect of self-compassion. It concentrates on the present moment. It represents the ability to experience things as they occur in the present moment. Barnard and Curry (2011) state that one valuable contribution of mindful awareness is that it allows person to recognize when he/she is in pain and suffering, which is a necessary precondition for offering support, soothing and kindness to ourselves.

Barnard and Curry (2011) and Neff (2009) mention that over identification with one’s emotions or suffering intensifies the negative emotional experience, clouds objectivity and prevents not just full awareness of the present moment but also the opportunity to develop deeper understanding and learn from it. Neff et al. (2005) explain that when individuals accept and tolerate their distress and pain, when they are gentle and kind toward themselves, they avoid suppressing their emotions and thoughts. Thus, when they know that distress and pain are something all humans experience, they cannot be trapped by over-identification.

OPTIMISM

Optimism is important in a person's life, particularly throughout infancy and adolescence, when adult personality is formed as a permanent dispositional feature. Lightman (2004) defines that optimism is a system of thinking, feeling and behaving that creates conditions for success and promotes a sense of wellbeing. Rizzo (2017) says that optimistic people have one thing in common, it is their ability to step away from the situations or moments that are bringing them down and immediately start

focusing on the aspects of their lives that bring them happiness and joy. Optimism is a term, which involves feelings, expectations, planning, actions and logic. In this sense, optimism is both an emotion and a feature, which can also be developed by learning processes.

Optimism may be considered as a faith to which achievement is the outcome. Without hope or confidence, nothing is possible. An optimist sees the silver lining in every cloud and looks at the world through rose-tinted spectacles. Peterson (2000) defines optimism as cognitive, emotional, and motivational components, indeed optimism assessed in variety of ways and it is related to positive mood and good morale, good health, effective problem solving, occupational and political success, pessimism in contrast has been linked to failure, passivity, depression, and social isolation. Goleman (2000) defines optimism as a strong emotion and an expectation towards the assumption that everything will be all right against all its difficulties and obstacles. There are two types of optimism- little optimism and big optimism. Understanding the process involved in the relationship between optimism and outcomes can help distinguish between these two types of optimism. For example, the trail of a particular chronic illness can be better predicted by big optimism since it must act by causing changes in the immune system and mood, whereas little optimism can aid in predicting the onset of an illness because it is dependent on an individual's lifestyle choices and behavior.

Scheier and Carver (1985) define optimism as "tendency to believe that good rather than bad things will happen in the future". Optimism is a predisposition that mediates between the subject's external setting and the way he or she interprets it." An optimistic viewpoint allows the individual to respond positively to adverse, critical and even traumatic circumstances, allowing him or her to overcome these difficulties with efforts and determination. Likewise, whether a person will be optimistic or pessimistic depends on the person's resilience and focus in assessing their own individual circumstances. Circumstances and their outcome, therefore, can be viewed from both an optimistic and pessimistic perspective based on perception. Scheier and Carver (1992) state that optimism is a process in which individuals hope for the best and expect positive results instead of negative ones in their daily lives. Scheier et al.

(2001)state that optimism is characterized by positive expectations of the future and has been linked to the process of coping with stress. Carver and Scheier (2003) state that a person's level of optimism has a profound impact on their expectancies and therefore can serve as a useful predictor of behaviour. Optimistic students, for example, should be expected to assume that they are capable of handling the challenges of higher education, whereas pessimistic students should be less likely to do so.

There are two styles of Optimism: Optimistic explanatory style and Dispositional optimism. Explanatory style is explained as the manner in which people normally explain their life events. The way we choose to understand events in our life can sap our motivation, reducing our persistence and increasing our sensitivity to depression. This style has three dimensions, internal vs. external, stable vs. unstable and global vs. specific. The explanation for a good event in explanatory optimistic style would be internal. It relates to one's characteristics and stability. However, the opposite would be true for an optimistic explanation of a negative event. Dispositional optimism, on the other hand, is a broad expectation of positive events. The studies have discovered that dispositional optimism can help to mitigate the impacts of stressors. Patients with dispositional optimism showed a much faster rate of recovery than pessimists after coronary artery bypass surgery.

Being optimistic has a lot of benefits in our life. It lowers stress levels, enhances happiness, and provides a cause to live. It fosters self-respect and integrity while increasing longevity and the ability to handle emotions. It fosters a positive outlook for the future and encourages healthy living by increasing productivity and providing a sense of contentment and satisfaction. It gives you the ability to deal with failure positively and gives you peace of mind. It also contributes in the development of patience as a virtue. It also promotes persistence, which is an important quality for success. On the other hand, if one is a pessimist in the sense that when bad things happen, one believes they will last forever and undermine everything one does, one is eight times more likely to become depressed, less likely to succeed at work, more likely to have broken up personal relationships, and more likely to live a shorter and illness-filled life. Pessimists feel that everything that goes wrong in their life is their

fault. They believe that if one negative thing happens, it will lead to more awful things. Every opportunity they get, they see as a challenge.

ACADEMIC PROCRASTINATION

Procrastination is a very important social variable that recently researchers and practitioners have paid a great deal of attention to it. Procrastination is one of the most widespread maladaptive phenomenon. Knaus (2002) says that the term itself comes from the compilation of Latin words "pro", meaning "forward" and "crastinate", meaning "tomorrow". Solomon and Rothblum (1984) define the term as one's delaying a task unnecessarily and needlessly to the extent that postponing the task gives a kind of personal discomfort. One basic thing about procrastination is that everyone procrastinates to some extent. Motie et al. (2012) state that procrastination, usually occurs when one activity is unnecessarily delayed, and individuals experience extremely severe agitation when they start thinking about it. Procrastination often has negative consequences, such as late delivery of assignments, anxiety and rush to exam preparation, and social anxiety. However, people are fully aware of the negative results of this delay, and this phenomenon can decrease the level of satisfaction among individual performance.

Academic procrastination is one of the most common and important types of procrastination in the field of education, especially among school and university students; it is usually represented by the student delaying or postponing assignments resulting in late submissions, coupled with a general reduction in study time and inadequate preparation for exams as it usually manifests itself as a student delaying or postponing assignments, resulting in late submissions, as well as a reduction in study time and inadequate exam preparation. Jorke et al. (2011) view academic procrastination as the most researched procrastination domain. This form of situational procrastination occurs when a person is passive in completing academically related tasks such as studying for an exam or talking to an instructor. People who procrastinate academically may be consciously or unconsciously aware they are engaging in the behavior. Schraw et al. (2007) define academic procrastination as "intentionally delaying or deferring work that must be completed."

Rothlum and Soloman (1986) define academic procrastination in terms of “irrational delay or postpones the academic tasks to the point of experiencing considerable anxiety.”

According to Ziesat et al. (1978) academic procrastination to be said as a behaviour where academic activities are intentionally postponed from time to time whether in the beginning or during completion of that specific task . Hussain and Sultan (2010) say that academic procrastination appears to be a behaviour where students purposely ignoring their responsibilities in academic. The examples of procrastinating academic tasks are postponing the preparation and submission of assignments, presentations, projects and examination preparation. Besides that, other examples postponement on academic tasks by other researchers like Moonaghi and Beydokhti (2017) are preparing term papers, reading weekly assignments and studying the lessons a day before the exams. Onwuegbuzie (2000) associates academic procrastination with missing deadlines for submitting assignments, delaying in taking of self paced quizzes, claiming text anxiety, receiving low course grades, and attending low cumulative grade point averages.

Dryden (2012) describes that academic procrastination is a problem observed in areas like as doing homework, conducting projects, preparing for examinations or meetings with academic mentors and so on. Further, Rothblum et al. (1986) describe the academic procrastination as deferring academic tasks such as delaying homework sometimes or constantly and preparing for exams. Academic procrastination may have a severe impact on a student's life due to the countless examinations, term papers, and projects that a student will encounter throughout his or her academic career.

Consideration work has been done by different psychologist and experts to identify the different reasons and factors contributed to academic procrastination of the students. First reason of it is students’ inability to manage time properly. They waste time on unnecessary tasks. They do not know how to manage the time on specific activities. Next cause is the worry about the failure. Students may have fear of failing to meet the expectations of those around you, particularly family and

friends, limits a student's capacity to achieve to his full potential. So they start procrastination. Lack of personal passion is the one of important reasons of academic procrastination. If the student has a low level of passion, there will be no strong drive for him or her to accomplish the tasks on time. Procrastination is caused by a lack of personal motivation or passion.

Another reason is lack of sincerity. If a student is not sincere about his academic task, other events or situations might easily distract him. For completion of a task, commitment is essential factor. If students have no interest in the task performed, then they will delay in performing such type of tasks. Sometimes students refuse to complete an assignment that he or she considers outmoded because it is imposed on them. So in this way, procrastination occurs in their academic activities. Self-confidence may be a key factor in procrastination. When a student has doubts about his or her capacity to accomplish a task, procrastination might emerge. Sometimes students are distracted by more interesting or enjoyable activities. As a result, students tend to prioritize the more pleasant activities. They choose to sleep, watch television or play instead of focusing on the most important tasks in order to avoid getting distracted from their responsibilities.

REVIEW OF RELATED LITERATURE

Review of literature is an objective analysis of contributions made by researchers, academicians and experts in the related field. It provides a chronologically organized overview of the history and development of literature in a certain field over the period of time.

Bukhari and Saba (2017) studied the impact of depression, anxiety and stress on life satisfaction. For the study, 200 University students (100 males and 100 females) were taken. Result had shown that depression, anxiety and stress were the negative predictors of life satisfaction in University students. It was also found that female students had greater life satisfaction level as compared to male students. He S. (2017) investigated into academic procrastination of 201 university students of different age group, educational level and country background. It was concluded that 97% students were affected by different aspect of procrastination. He also identified

the reasons of academic procrastination. Results also revealed that more than 80% students had suffered from anxiety when they procrastinated.

Jahanara M. (2017) explored the relationship between hope, optimism and mental health among 222 University students (Male-132, Female-90). Result had shown that optimism is negatively associated to psychological distress. It was also concluded that optimism and hope were positive predictors of psychological well being. Result suggested that optimism and hope could influence on mental health. Kim et al. (2017) studied to examine the effects of leisure time physical activities (LTPA) for optimism, life satisfaction, psychological well being and positive affect among older adults with loneliness. Result revealed that LTPA involvement was a significant predictor of optimism, life satisfaction, positive affect and psychological well being for older adults with high level of loneliness.

Mantelou and Karakasidou (2017) examined the impact of self-compassion training program on self compassion and life satisfaction. 42 students of Social Sciences at Panteion University of Greece were taken, out of which 15 were males and 27 were females. Self-compassion Group (20) and control group (22) were formed. Result had shown that intervention group indicated increases in self compassion and life-satisfaction as compared to control group. It was also concluded that those who were high self compassionate also had high positive affect. Findings recommended the importance of self compassion on psychological well being through specific intervention program.

Priatni and Listiyandini (2017) explored the relationship between self-compassion and resilience of 292 Indonesia Medical students of Medical faculty residing in Jakarta area. Result showed that self-compassion was significantly associated with resilience. Result also revealed that role of self-compassion in predicting resilience was 24.6% and other 75.4% was influenced by other factors. Thakur M. B. (2017) explored the relationship between perceived stress and life satisfaction among 50 undergraduate students from different colleges of Mumbai. Sample consisted of 43 females and 6 males. Findings revealed that there was negative correlation between perceived stress and life satisfaction.

Bashir and Gupta (2018) explored the relationship between academic procrastination and academic performance among university students. Respondents of the study consisted of 380 University students (Males-204 and females-176) of Jammu and Kashmir. Result indicated that there was negative correlation between academic procrastination and academic performance. Result also revealed that there was significant difference between male and female students in academic procrastination. Female had more academic procrastination as compared to male.

Hassan et al. (2018) explored the relationship between hope, optimism and life satisfaction among adolescents. Sample of 400 late adolescents (Male students-200 and Female students-200) was taken from different Universities of Lahore. Result revealed that there was positive correlation between hope, optimism and life satisfaction. Molinero et al. (2018) studied optimism and resilience among 132 students from University of Cadiz (Spain) from first to last year of studies. Result indicated that optimism significantly predicted resilience level among university students.

Nowrin V. J. (2018) conducted a study of academic procrastination and perfectionism among 60 college students of Malapurraram district. Result had showed that there was no significant relationship between academic procrastination and perfectionism. Both were negatively associated with each other. Studies also showed that there was no significant difference between males and females on academic procrastination. Patel et al. (2018) investigated self esteem and life satisfaction among University students of Eastern Uttar Pardesh of India to explore demographical effects. 200 college students (100 females and 100 males) from Veer Bahadur Singh University, Jaunpur (U.P.) were selected. Result had shown that there was significantly correlation between self esteem and life satisfaction in the terms of gender and residence. Result also revealed that female students had high life satisfaction level as compared to male students. Urban students were more satisfied with life in comparison to rural students.

Rizvi et al. (2018) assessed the academic motivation, procrastination and stress among 100 students (Males-50 and females-50) of Aligarh Muslim University.

The result revealed that females were found higher on academic motivation than its counterpart and males were higher on procrastination behaviour and stress than female. Shivakumar and Easvaradass (2018) studied the effects of self-compassion and self esteem on life satisfaction and perceived stress among adults. Sample consisted of 126 participants of age group of 18-40 years (Female-66 and Male-60)**.** Findings of result indicated that self-compassion was negatively associated with self esteem. Result also revealed that there was no significant difference of self compassion on gender and age basis. Self compassion and self esteem had been significant contributors for understanding mental health and these factors also influenced individual's satisfaction with life and perceived stress.

Silfiasari and Ahmad (2018) examined the effect of forgiveness on life satisfaction mediated by gratitude. Sample of 50 students from Muhammadiyah Malang University was chosen. Result revealed that there was effect of forgiveness on life satisfaction. Findings had also shown that individuals with high level of forgiveness and gratitude tended to high level of life satisfaction. Gorvine et al. (2019) conducted a naturalistic study of yoga, meditation, self perceived stress, self-compassion and mindfulness. The sample of the study consisted of 92 undergraduate students of Liberal Art College from Southern United State. Yoga and Meditation classes were held on the campus. Result had revealed that increase in self compassion was the strongest predictor of stress reduction. Result also indicated that increasing self compassion might increase the efficiency of mind- body interventions.

Hall et al. (2019) conducted an international longitudinal analysis of self-efficiency, procrastination and burnout in post secondary faculty. For this study, 3017 faculty participants were taken from 69 countries over three time points. Finding had shown that greater self efficacy at base line was correspondence to lower procrastination and burnout. Procrastination was positively associated with burnout. Result had also revealed that there was stronger relationship between increase in self efficacy, procrastination and burnout over time. Khandem and Dhanoa (2019) studied the life satisfaction of 200 Afgan students studying in Private and Public Universities of Punjab in India. Result had showed that there was significant difference on life satisfaction between students of Public and Private Universities.

Rani F. (2019) examined the emotional intelligence of secondary school students relation to type of school and optimistic pessimistic attitude among 400 students from Amritsar. The result had revealed that there was positive relation between optimistic and pessimistic attitude and emotional intelligence. It was also found that boys of private schools had optimistic attitude in comparison to girls and optimistic boys had higher emotional intelligence as compared to their counterparts.

Sulaiman and Hassan (2019) explored the relationship between parenting style and academic procrastination. Data was collected from 148 final year students of faculty of Human Ecology, University Putra Malaysia in Serdang. Result showed that 52.7% of the students perceived at high level of academic procrastination. Findings also revealed that there was no significant relationship between gender and parenting style to academic procrastination. Thomas and Thenmozhi (2019) assessed the psychological distress and self-compassion of 60 young adults. The result had revealed that depression, anxiety and stress were negatively associated with self-compassion. Result also indicated that psychological distress was higher among 36 young adults. Recommendation of the study was that there was need for early prevention measures for young adults having high level of psychological distress.

Zarei and Fooladvand (2019) conducted a non-interventional study to assess a mediating effect of hope on the association between self compassion and life satisfaction. The sample of the study consisted of 250 undergraduate students of Islamic Azad University, South Tehran Branch. Result showed that self compassion had a direct, positive and significant correlation with life satisfaction. It was also revealed in the study that hope had direct, positive and significant correlation with self compassion and life satisfaction. The result also revealed that hope was important mechanism in the relationship between self compassion and life satisfaction.

Al-Awamleh A. (2020) explored the relationship between self compassion and academic achievement of 315 (Male- 171, Female- 144) sports science students of University of Jordan. The result indicated that mindfulness and academic performance had no significant impact on self compassion. Female students had higher level of self compassion than male students. Students, who were residents of cities, had higher

level of self compassion as compared to residents of villages. Agberotimi and Oduaran (2020) examined the moderating effect of self esteem on relationship between optimism and life satisfaction. The sample of the study consisted of 223 students (Males-124, Females-99) of Nigerian University. Study revealed that self esteem significantly moderated the relationship between optimism and life satisfaction. It was also concluded that predictive impact of optimism on life satisfaction was enhanced by their self esteem. It was suggested in the study that students should be exposed to environment and program which are helpful in promoting the development of higher self esteem and optimism level to enhance their well being.

Akbar U. (2020) conducted a meta-analysis study to examine the effect of procrastination on academic achievement. Sample of 8307 participants was chosen. Finding revealed that procrastination was negatively associated with academic achievement Aziz et al. (2020) investigated the mindfulness, self-compassion and psychological flexibility as predictor of depression. Sample of 226 (Females-163, Males-63) students was taken from Management and Science University, Sham Alam. Result showed that higher the level of mindfulness, self-compassion and psychological flexibility, lower was their level of depression. Study also revealed that psychological flexibility was strongest predictor of depression.

Deb et al. (2020) conducted a study to explore the association between various variables of psychological well being, subjective happiness, satisfaction and meaning in life, spirituality of 414 postgraduate students selected from Science, Management and Social sciences departments of Pondicherry University, Puducherry, India. Result showed that spirituality was positively correlated to subjective happiness and life satisfaction. Mean scores of girls were found higher than their counterparts. Non-integrated students were happier than integrated students. It was suggested to conduct multiple programs for enhancing mental health of the students.

Mehta N. (2020) explored the relationship between value system and life satisfaction. Sample taken was 100 college going students of 18-24 years age group. The result had revealed that life satisfaction of Indian students had negative

association with their basic values. It was also revealed that strong relation was found between life satisfaction and four basic values- stimulation, achievement, power and security. Perween N. (2020) conducted a study on mental health and life satisfaction among 100 management students selected from different institutions located in Ranchi Town. Result revealed that there had been no significant impact of gender and religion on mental health and life satisfaction. It was also found that mental health and life satisfaction were positively correlated to each other.

Supervia et al. (2020) explored the psychological effects of optimism on life satisfaction through mediating role of goal orientations. Sample comprised of 1602 students (Male-871, female-731) from Public Secondary Schools, Spain. Result indicated that there was positive relationship between task oriented goals, optimism and life satisfaction in adolescents. In addition, goal orientation was found to have positive mediating role on optimism and life satisfaction. Baykose and Erdogan (2021) explored the relationship between optimism and happiness through mediating role of life satisfaction. Data was collected from 278 physical education teachers, who received training. Result showed that life satisfaction played important role in the relationship between optimism and happiness levels of physical education teachers. It was found in the study that there was no significant difference between gender in the terms of optimism and life satisfaction, but there was significant difference between the genders at the level of happiness.

Bhatt and Buddapriya (2021) assessed the effect of intrinsic motivational potential on academic performance, life satisfaction and procrastination among 222 MBA students from India. Result showed that motivational potential of MBA students had a positive effect on academic performance, life satisfaction and negative effect on procrastination. Students with higher intrinsic motivational potential had shown high academic performance, high life satisfaction and low procrastination. Babu (2021) explored relationship between academic procrastination and self esteem among 225 dental students of Bengaluru city. Result indicated that a significant weak positive correlation existed between academic procrastination and self esteem. Female students had higher mean scores of academic procrastination as compared to males. Females showed less academic procrastination than males. Result also revealed that

students with high self esteem were less procrastinated, whereas those who procrastinated more had comparatively lower self esteem.

Clair et al. (2021) studied the effects of social isolation on well being and life satisfaction during pandemic. Sample of the study was 309 adults ranged from age group of 18 to 84 years. Result revealed that perceived social isolation was associated with life satisfaction across all domains as well as work related stress and lower trust of institutions. Respondents having higher level of subjective personal risk for Covid-19 also reported higher perceived social isolation. Farooq et al. (2021) assessed the impact of self-compassion on existential anxiety in 280 young adults in Pakistan. It was found in the study that there was a significant negative association between self-compassion and existential anxiety and a significant positive relationship between self criticism and existential anxiety.

Kachroo et al. (2021) explored the relationship between life satisfaction and self esteem among 120 college students of Baramulla district of Jammu & Kashmir state. Results indicated that there was positive relationship between life satisfaction and self esteem. Females were found more satisfied in life than males. Findings also indicated that there was a considerable difference between male and female population in self esteem. Karatas et al. (2021) explored the relationship between life satisfaction, meaning in life, hope and Covid-19 fear for Turkish adults students during Covid-19 outbreak. Result of analysis had revealed that meaning of life, hope were significant predictors of life satisfaction as positively. Result indicated that individuals with higher level of life satisfaction had higher level of hope.

SIGNIFICANCE OF THE STUDY

Life satisfaction is the main aspect of human welfare. It helps us to assess our satisfaction with life as a whole. It is an ultimate goal which every person desires to achieve throughout his or her life. School students face many challenges in their daily life. So life satisfaction is very important for the school students who are facing though competition in today's era. So they will have to take crucial decisions regarding their life. Any right decision taken by them can lead them to satisfaction and wrong decision to dissatisfaction. Among different factors, self-compassion,

optimism and academic procrastination are influencing the life satisfaction of the school students to a great extent.

Students need to be self-compassionate because of today's environment of tough competition. They need to have the healthy feeling of self acceptance in the difficult situations. They must accept themselves whatever happens in their life. Self-compassion makes a person more intelligent and gentle with themselves and they will be able to admit that failure, suffering and flaws are all part of life and that everyone deserves compassion. A person having high level of self-compassion will always love himself, even if he is confronted with variety of unpleasant circumstances and will not blame himself or circumstances. As a result, even though in the difficult situations also, he will be content with what he has. So students, who have a high level of self-compassion, will also have a high level of life satisfaction**.** This research will enhance the knowledge of the students about self-compassion and they will understand what self-compassion is and how to use it in their daily life. So they will be more grateful for what they have. As a result, life satisfaction will be obtained.

Optimism is also a vital predictor of life satisfaction. The individuals with high positive expectations for the future are assumed to feel that good things will happen in their life and they are more likely to spend a satisfied life and attain their goals in the best way. Optimism improves peoples' ability to accept and solve the problems which will ultimately lead to life full of satisfaction and success. Optimism assists the people in coping with difficult situations of their lives. It will motivate them how to think positively in a negative situation. Through this study, students will be able to know about the association between optimism and life satisfaction. Current study will be beneficial for the school students because it will inspire them to think about their entire life including challenges. It will assist them in maintaining their positive attitude. So this research will benefit whole society as it will boost up their confidence to become completely satisfied with their life. Optimistic attitude helps the students to be happier, more successful and healthier which will lead to life satisfaction.

Academic procrastination is the practice of ignoring responsibilities which leads to academic failure. Students are involved in various activities in their academic life. Academic procrastination is known to have a negative impact on students' life satisfaction. Academic procrastination is quite common among the students. Procrastination causes the students to be unable to show their full ability in the learning process and as a result they frequently fail. Academic procrastination has a negative impact on the life of students. It will make the life difficult and unmanageable. In this way, academic procrastination affects students' life. This study will help the students to avoid their procrastinating behaviour during their school life. The students who exhibit academic procrastination behaviour need not be necessary satisfied with the life. Through this study, students will be able to understand their procrastinating behaviour towards their academic life which will ultimately influence their life. Through this study, students will be able to know about their habit of delaying their work, which might bring lower level of life satisfaction. Present study is focused to attempting to look at procrastination on students' satisfaction with life levels. This study will be beneficial for the society as it will highlight the relationship of life satisfaction of school students with their self-compassion, optimism and academic procrastination. It will be useful for the academician as well as for the teachers for helping their students to enhance their life satisfaction in relation to its different correlates.

STATEMENT OF THE STUDY

LIFE SATISFACTION OF SCHOOL STUDENTS IN RELATION TO THEIR SELF-COMPASSION, OPTIMISM AND ACADEMIC PROCRASTINATION

OPERATIONAL DEFINITIONS

Life satisfaction- Life satisfaction is a global assessment of a person's quality of life according to his chosen criteria. It is holistic assessment of the wellbeing of young people. It is cognitive judgemental process. It has been measured in the relation to family, friends, school, living environment and self. In the present study, life satisfaction is operationally defined as the scores obtained by the subjects on

Multidimensional Students' Life Satisfaction Scale developed by E.S. Huebner (2001).

Self-compassion- Self-compassion involves being kind to oneself when confronting personal inadequacies or situational difficulties, framing the imperfection of life in terms of common humanity and being mindful of negative emotions so that one neither suppresses nor ruminates on them. In the present study, self-compassion is operationally defined as the scores obtained by the subjects on Scale of Self-compassion by Kristin D. Neff (2003).

Optimism- Optimism is characterized by positive expectations of the future. It is defined as optimism as tendency to believe that good things will happen in the future rather than bad things. In the present study, optimism is operationally defined as the scores obtained by the subjects on Optimism scale by Dr. J.C. Ajwani and Ms. Varsha Varwandkar (2010).

Academic procrastination- Academic procrastination involves postponement of academic tasks. It involves postponing primary academic tasks such as home work, preparation for examination, project work and co-curricular activities. Accordingly, academic procrastination means delaying academic tasks and the troubles arising out of this delay. In the present study, academic procrastination is operationally defined as the scores obtained by the subjects on Scale of Academic Procrastination by A.K. Kalia and Manju Yadav (2015).

OBJECTIVES OF THE STUDY

- To study the life satisfaction, self-compassion, optimism and academic procrastination of school students.
- To study the life satisfaction, self-compassion, optimism and academic procrastination among school students in relation to their gender and locale.
- To study the life satisfaction among school students in relation to their parents' education and category.
- To explore the relationship among life satisfaction, self compassion, optimism and academic procrastination of school students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in the life satisfaction of male and female school students.
- There is no significant difference in the life satisfaction of rural and urban school students.
- There is no significant difference in the self-compassion of male and female school students.
- There is no significant difference in the self-compassion of rural and urban school students.
- There is no significant difference in the optimism of male and female school students.
- There is no significant difference in the optimism of rural and urban school students
- There is no significant difference in the academic procrastination of male and female school students.
- There is no significant difference in the academic procrastination of rural and urban school students.
- There is no significant difference in the life satisfaction of school students having different levels of educational status of their parents.
- There is no significant category difference in the life satisfaction of school students.
- There is no relationship among life satisfaction, self-compassion, optimism and academic procrastination among school students.

DELIMITATION OF THE STUDY

The study will be delimited to 9^{th} class school students of Government Schools located in Punjab.

POPULATION AND SAMPLE

Population of the present study will be school students studying in 9^{th} class in Government schools of Punjab. To collect the sample, 900 students will be randomly

selected from 3 districts out of 23 districts of Punjab according to literacy level (high, average and low literacy level). Out of selected students, 450 male (225 urban and 225 rural) and 450 female students (225 urban and 225 rural) will be taken from Government Schools.

RESEARCH TOOLS

- Multidimensional Students' Life Satisfaction Scale- E.S. Huebner (2001).
- Scale of Self -compassion- Kristin D. Neff (2003).
- Optimism Scale- Dr. J.C. Ajwani and Ms. Varsha Varwandkar (2010).
- Scale of Academic Procrastination- A.K. Kalia and Manju Yadav (2015).

STATISTICAL TECHNIQUES TO BE USED

In the present study, descriptive statistics will be used to explain the level of life satisfaction of school students in relation to self compassion, optimism and academic procrastination. Descriptive statistics namely mean, median, mode, standard deviation, skewness, kurtosis will be used. Inferential statistics namely t-test and ANOVA will be used to find the difference. To explore the relationship among different variables, Product moment correlation will be computed.

CHAPTER SCHEME

- Chapter 1: Introduction
- Chapter 2: Review of Related Literature
- Chapter 3: Methodology
- Chapter 4: Analysis and Interpretation of Data
- Chapter 5: Summary, Conclusions, Educational Implications and Suggestions For Further Research
- References
- Appendices

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